



WORKBOOKS

2<sup>nd</sup>  
Grade

Spelling

# Spelling

Learn and Explore



Meets Common  
Core standards

Makes learning  
easy and fun

Builds and  
boosts key skills





WORKBOOKS



# Spelling

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# Contents

This chart lists all the topics in the book.  
 Once you have completed each page,  
 color a star in the correct box below.

Page	Topic	Star
4	Vowel Sounds	
5	Vowel Sounds	
6	Long Vowel Sounds	
7	Short Vowel Sounds	
8	The Tricky Letter <b>y</b>	
9	The Tricky Letter <b>y</b>	
10	Vowel Teams <b>ai</b> and <b>ay</b>	
11	Finding Long "a" Words	
12	Vowel Teams <b>ee</b> and <b>ea</b>	
13	Long "e" Words	

Page	Topic	Star	Page	Topic	Star	Page	Topic	Star
14	Vowel Teams <b>oa</b> and <b>ow</b>		26	Prefixes		38	Plurals	
15	Vowel Teams <b>oa</b> and <b>ow</b>		27	More Prefixes		39	More Plurals	
16	The Vowel Team <b>oo</b>		28	Suffixes		40	Irregular Plurals	
17	The Vowel Team <b>oo</b>		29	More Suffixes		41	More Irregular Plurals	
18	Vowel Teams <b>au</b> and <b>aw</b>		30	Homophones		42	Irregular Verbs	
19	Vowel Teams <b>au</b> and <b>aw</b>		31	More Homophones		43	More Irregular Verbs	
20	Vowel Teams <b>oi</b> and <b>oy</b>		32	Antonyms		44	Homonyms	
21	Vowel Teams <b>ou</b> and <b>ow</b>		33	More Antonyms		45	More Homonyms	
22	Bossy <b>r</b>		34	Synonyms		46	Reading a Poem	
23	Bossy <b>r</b>		35	More Synonyms		47	Reading a Passage	
24	Sounds and Syllables		36	Sight Words		48	Certificate	
25	Two-Syllable Words		37	More Sight Words		49	Answer Section with Parents' Notes	

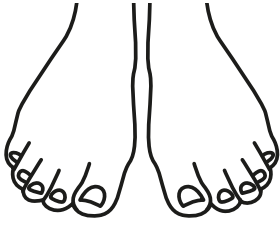


# Vowel Sounds

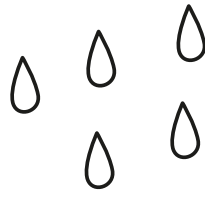
## FACTS

The letters **a**, **e**, **i**, **o**, and **u** are called vowels. Vowels can make short and long sounds in words.

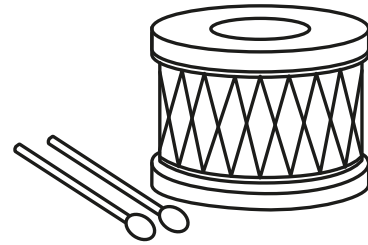
Read the name of each picture aloud. Write the word “short” if you hear a short vowel sound. Write the word “long” if you hear a long vowel sound.



feet



drops

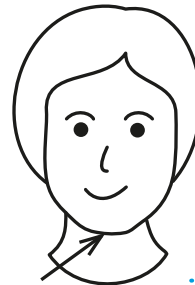


drum

cage



chin



Read each sentence. Say the naming and action words in each sentence aloud. Circle the words with short vowel sounds and underline the words with long vowel sounds.

Kim skips up the hill to feed the sheep and goats.

Ben sang at the show.

Will and Jake ride their bikes.

James won a prize at the fair.



Knowing long and short vowel sounds in words can make you a better speller and reader.

Choose the correct long or short vowel word to complete the story.



It was a ..... summer day.

hot pot spot

Emma wanted to go for some ice .....

cram cream steam

She walked to the .....

score store snore

There were many ..... in the store.

fever favors flavors

She liked vanilla the .....

host most post

Her ice-cream cone was topped with some chocolate .....

cross toss sauce

The cone cost her fifty .....

sense cents pest

Emma ..... her special treat!

slicked licked tricked

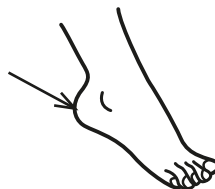
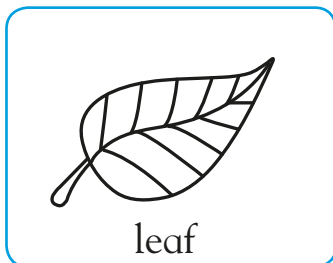
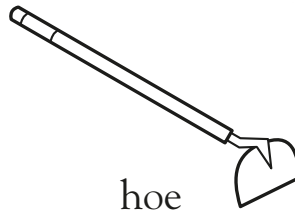
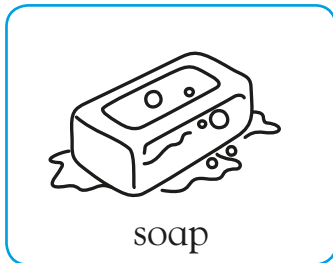
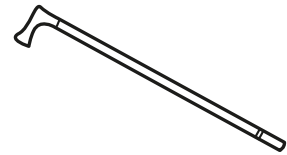
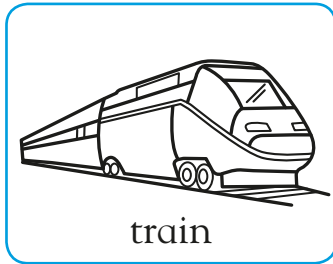


# Long Vowel Sounds

FACTS

Vowels can have long sounds. You hear the long “a” in “same,” the long “e” in “see,” the long “i” in “ripe,” the long “o” in “hope,” and the long “u” in “cute.”

Read the name of the first picture aloud. Listen to the vowel sound. Circle the picture in each row whose name has the same vowel sound.



Write words that rhyme with the long-vowel words below.

hope .....

play .....

dry .....

hoe .....

seal .....

mean .....

fuse .....

ice .....

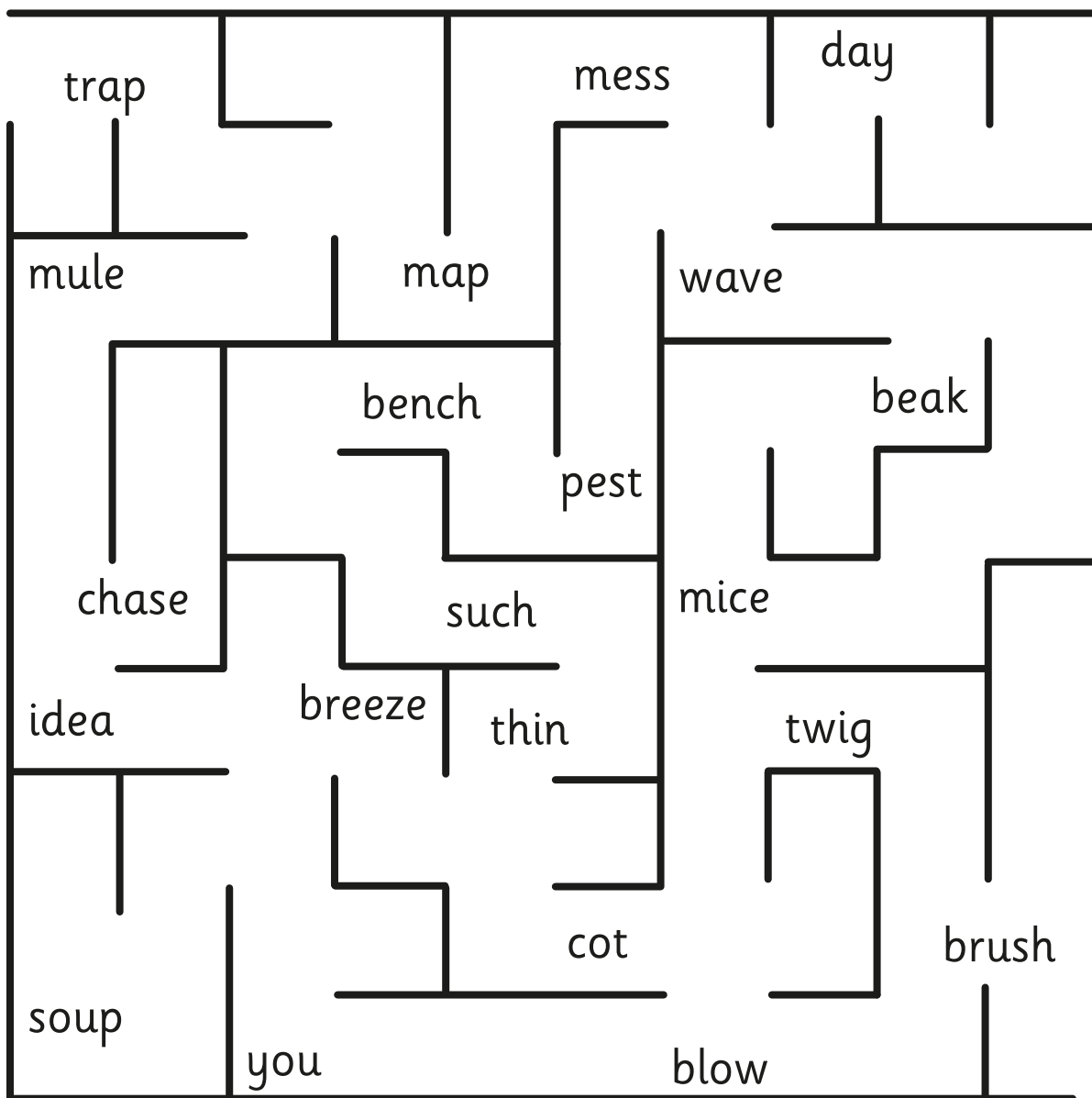




Vowels can have short sounds. You hear the short “a” in “track,” the short “e” in “fresh,” the short “i” in “trip,” the short “o” in “nod,” and the short “u” in “stuff.”

Draw a line that connects the short-vowel words to get you through the maze.

START



END



# The Tricky Letter y

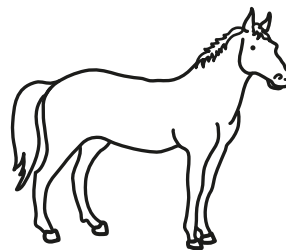
FACTS

The letter y is sometimes a consonant and sometimes a vowel. When used as a vowel, it can have the long “e” sound when it comes directly after a consonant at the end of a word with more than one syllable, such as “puppy.” The letter y can also have the long “i” sound when it is at the end of a one-syllable word such as “fly.”

Circle the word that names each picture. Write an e in the little box if the letter y makes the long “e” sound. Write an i if the letter y makes the long “i” sound.



baby lady bunny



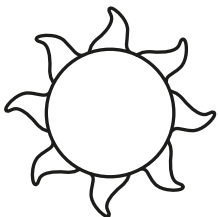
fry pony why



sunny silly bunny



cry try dry



sunny silly funny



my cry fly

# The Tricky Letter y



FACTS

The letter y can also make the short “i” sound, as heard in “gym.”

Read each word in the box. Write the word under “Fly” if the letter y makes the long “i” sound. Write the word under “Fussy” if it makes the long “e” sound. Write the word under “Gym” if it makes the short “i” sound.

crazy dry hymn sky myth penny bicycle try  
sleepy system candy why cymbal windy by

Fly	Fussy	Gym

Using words from the box above, write the correct word for each sentence.

It is worth one cent. ....

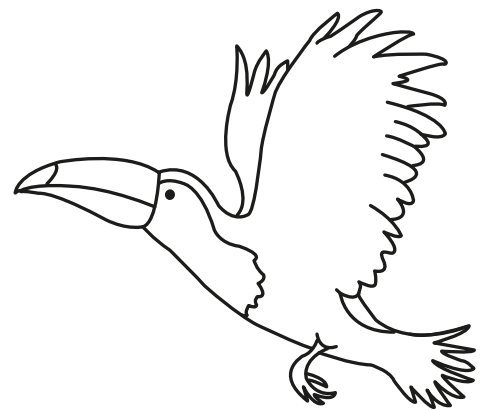
This is what birds do. ....

You look up to see it. ....

This word means “legend.” ....

It has a sweet taste. ....

It has two wheels. ....



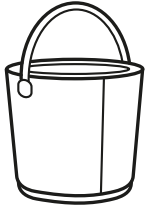


# Vowel Teams ai and ay

FACTS

In some words, two letters together make one sound. The “vowel teams” ai and ay make the long “a” sound, as heard in “chain” and “day.”

Circle the word that is not spelled correctly. Then write the correct spelling of the word.

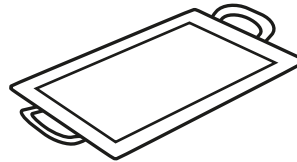


pail

.....

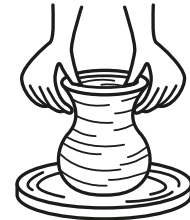


mayl

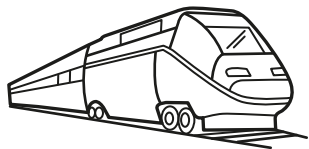


tray

.....



clai



trayne

.....



rain



plai

.....



hay

Read each sentence below. Circle the word that is not spelled correctly. Then write the correct spelling of the word.

Jane has a bad payn in her ankle.

.....

Tom really wanted to go out to plai.

.....

Kate decided to put polish on her nayls.

.....

Poor Joe was indoors all dai.

.....

# Finding Long "a" Words



More long "a" words are "brain," "wait," "pray," and "may."

Go across or down to find 12 long "a" words in the word search.

W	O	S	P	R	A	Y	X
A	P	A	I	N	T	M	B
Y	J	Y	L	Y	R	A	Q
G	D	U	C	M	A	I	D
R	W	K	H	G	I	L	R
A	C	L	A	Y	N	F	A
Y	B	A	I	T	V	C	I
N	Z	H	N	O	M	D	N

Complete each sentence using **ai** or **ay** words from the word search above.

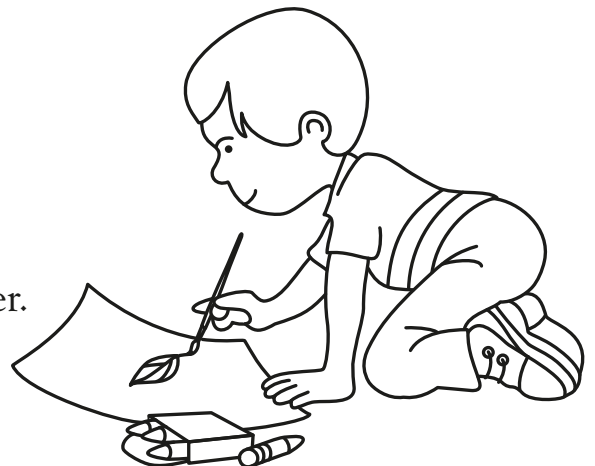
Let's ..... some pictures today.

Are you traveling on the .....

Let's make a daisy .....

Please ..... my flowers with water.

The color of his coat was .....





# Vowel Teams ee and ea

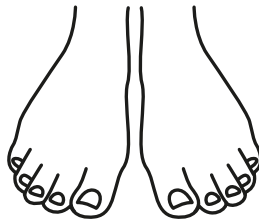
FACTS

In some words, two vowels together make one sound. The vowel teams ee and ea make the long “e” sound.

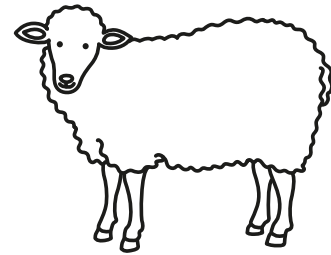
Say the name for each picture aloud. Write the missing letters to complete each word.



tr \_\_\_



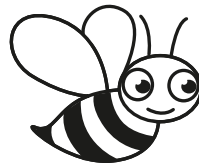
f \_\_\_ t



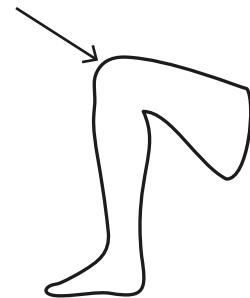
sh \_\_\_ p



sl \_\_\_ p



b \_\_\_



kn \_\_\_

For each word below, find a word that rhymes with it and has the same vowel team.

eat .....

peak .....

beach .....

feet .....

dream .....

free .....



The best way to remember whether a long "e" word is spelled with ee or ea is to practice reading, writing, and spelling the word.

Use the vowel team ee or ea to complete the words in the story.

### The Chilly Sea

This morning the s\_\_\_ looked very gr\_\_\_ n.

My father said I n\_\_\_ded to go for a swim. First, I put my f\_\_\_t in the water. Next, the water hit my kn\_\_\_s! Wow, the water was fr\_\_\_zing! It was so cold it made my t\_\_\_th chatter. I was in the water for about five minutes when I started to f\_\_\_l numb. I could s\_\_\_ it was time to l\_\_\_ve the chilly s\_\_\_!





# Vowel Teams oa and ow

## FACTS

In some words, two letters make one vowel sound. The vowel teams oa and ow make the long "o" sound.

Write oa or ow to complete each word. Write each word in the crossword puzzle below.

### Across

2 thr \_\_\_ t

4 s \_\_\_ k

6 fl \_\_\_ t

7 gl \_\_\_



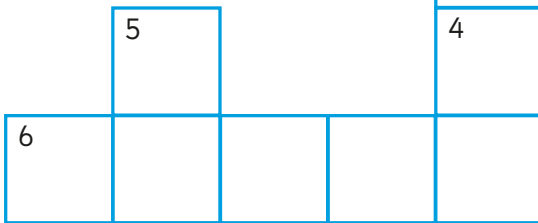
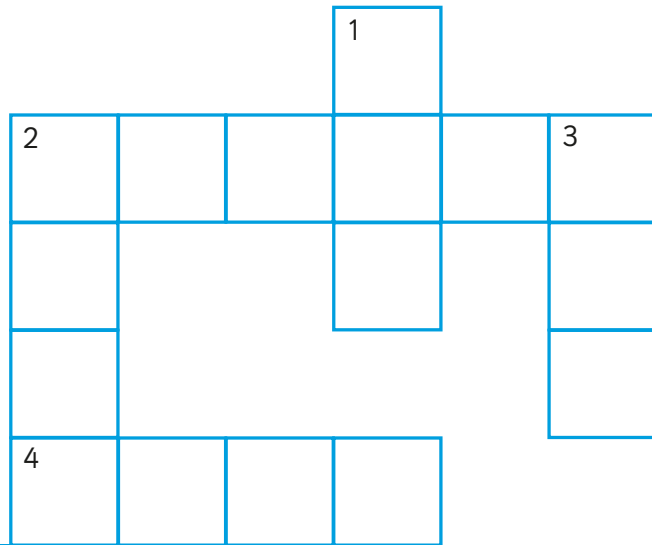
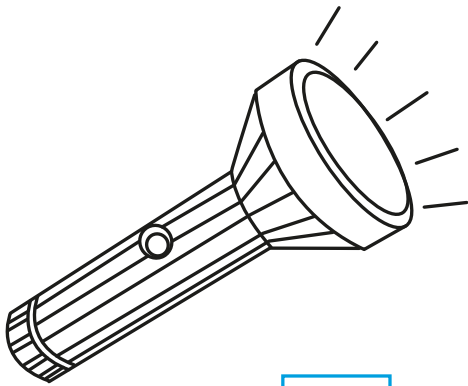
### Down

1 r \_\_\_

2 t \_\_\_ st

3 t \_\_\_

5 bl \_\_\_



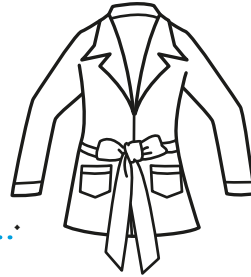




When making the long “o” sound in words such as “glow” and “low,” the consonant w remains silent.

Use a word with long “o” sound to complete each sentence.

Emily wanted a new .....



coal cot coat

The wind was starting to .....

bloat bow blow

The day looked as if there might be .....

sock low snow

Emily saw the ..... of the store lights.

glow got goal

She chose a coat with a big ..... on it.

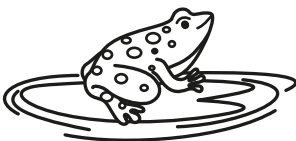
boa boat bow

Soon, Emily was on the .....  
going home.



rode rod road

Read each clue. Complete the word with the letters oa or ow.



a frog does this cr \_\_\_ k

to cut grass m \_\_\_



to move a small boat r \_\_\_



# The Vowel Team oo

## FACTS

The vowel team oo can make two different sounds. The short “oo” sound is heard in “cook.” The long “oo” sound is heard in “root.”

Read the words in the box aloud. Write the short “oo” words and long “oo” words on separate sides of the table below.

cool	good	look	school	foot	hood	
spoon	loop	tool	boot	wood	shook	gloom
hook	hoof	brook	book	soot	pool	room

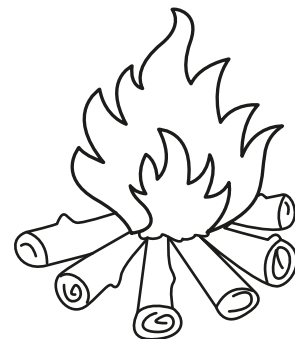
Short “oo” Words		Long “oo” Words	
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

Complete each sentence using words from above.

I like reading a good b\_\_\_\_\_.

Jo sh\_\_\_\_\_ the s\_\_\_\_\_ from her clothes.

Dad took the w\_\_\_\_\_ to the fireplace.



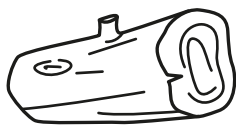


The best way to learn which “oo” words have the long sound and which have the short sound is to practice saying them correctly.

Read the word in each box aloud. If the word has the long “oo” sound, color the box red. If it has the short “oo” sound, color the box yellow.

cook	stool	hoot	hoop
noon	tooth	bloom	wood
school	stood	foot	root
broom	nook	cookie	moon

Pick the correct word from above for each clue.



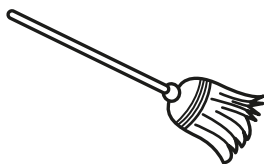
It is used in a fireplace. ....

It is a place to learn. ....



It is another word for flower. ....

You can sit on this. ....



We sweep the floor with it. ....





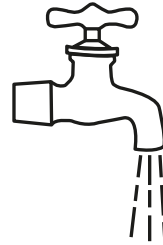
# Vowel Teams **au** and **aw**

## FACTS

The vowel teams **au** and **aw** make the same sound. You hear it in the words “sauce” and “saw.”

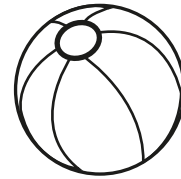
Read each sentence. Write **au** or **aw** to complete each unfinished word.

Water was running from the f \_\_\_ cet.



The cat kept licking its p \_\_\_.

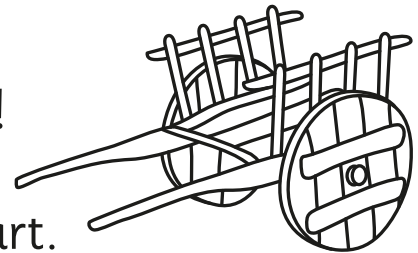
Did you see the way Tom c \_\_\_ ght the ball?



Her tenth birthday is in \_\_\_ gust.

The bear used its sharp cl \_\_\_ s to climb.

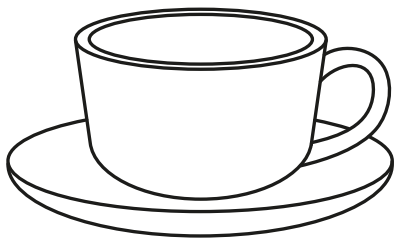
The s \_\_\_ ce on the tacos was really good!



Dad will h \_\_\_ l stones and wood in his cart.

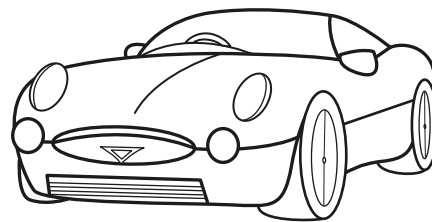
The toothache made her j \_\_\_ hurt.

Look at each picture. Circle the correct spelling of its name.



saucer

sawcer



awtomobile

automobile



Sometimes, you can understand the meaning of an unfamiliar word from its context in a sentence. At other times, you might need to look up its meaning in a dictionary.

Read each sentence aloud. Look at each underlined word. Check (✓) the box next to the word's correct meaning.

Dad used a saw on the wood.

a sharp tool

a kind of glue

She taught Lisa how to ride a bike.

gave instructions

whistled to

The baby crawled around the room.

moved around on hands and knees

danced

Jim caught the flying ball.

grabbed and dropped

grabbed and held

Mother wore a bright red shawl.

a warm piece of cloth

a kind of cloth book

At dawn, we saw three deer in the park.

at the middle of the day

when daylight begins

That was not my fault!

mistake

hope

Did you see that red-tailed hawk?

a fox that hunts

a bird that hunts



# Vowel Teams oi and oy

FACTS

The vowel teams **oi** and **oy** make the same sound. You hear it in the words “boil” and “joy.”

Read the words in the box below aloud. Sort the **oi** and **oy** words into separate columns.

spoil	foil	oil	ahoy	toy
point	joy	annoy	join	boy

oi words

oy words

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Read each sentence aloud, and then circle the correct **oi** or **oy** word.

Tom can be such a funny **boy** / joy.

Jon found some **coils** / coins on the floor.

Today, we can use some of my **joys** / toys.

The hot water was starting to **boil** / join.

Soil / **Coil** is another name for dirt.

When Julie heard the song, she felt so much **joy** / soy.

# Vowel Teams **ou** and **ow**



The vowel teams **ou** and **ow** can make the same sound. You hear it in the words “proud” and “now.”

Go across or down to find 15 **ou** and **ow** words hidden in the word search.

S	G	D	R	E	P	H	B	P	V	C	L
Y	J	S	K	G	R	O	W	L	Q	N	M
S	E	H	M	W	G	U	L	O	Z	K	F
G	R	O	U	N	D	R	T	W	Y	H	R
X	Y	U	E	R	Y	U	I	P	H	M	O
G	J	T	D	C	X	S	L	Q	I	O	W
V	L	Z	W	B	R	O	W	N	E	U	N
F	O	U	N	D	I	U	O	E	W	S	Y
W	U	B	H	C	A	T	K	L	F	E	X
Q	D	H	L	S	O	H	V	I	Q	E	W
Z	H	O	T	F	W	B	W	G	T	X	K
C	O	W	R	D	L	Q	H	O	U	S	E



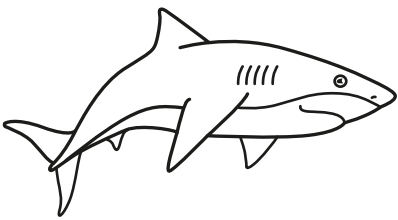
# Bossy r

## FACTS

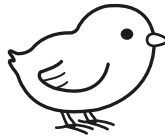
When the letter **r** comes after a vowel in a word, it changes the sound of the vowel. This is why the letter **r** is sometimes called the “bossy r.”

Choose a pair of letters from the box to complete each picture’s name.

ar      er      ir      or      ur



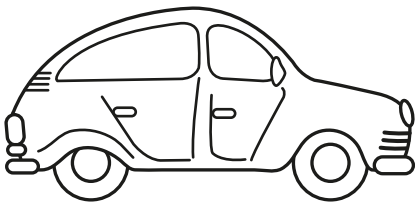
sh \_ \_ k



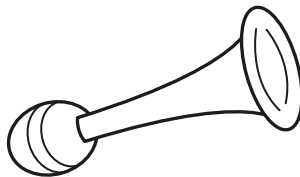
b \_ \_ d



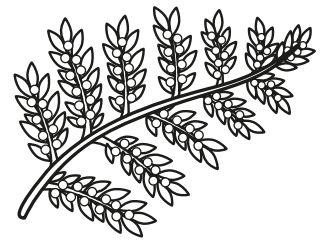
b \_ \_ n



c \_ \_



h \_ \_ n



f \_ \_ n

Choose the correct word to complete each sentence.

She could hear the kitten .....

fur    purr    curl

I could see a very bright ..... in the sky.

start    star    car

Wash your hands well to fight .....

germs    her    were

I like the color of the ..... you are wearing.

fir    sir    shirt

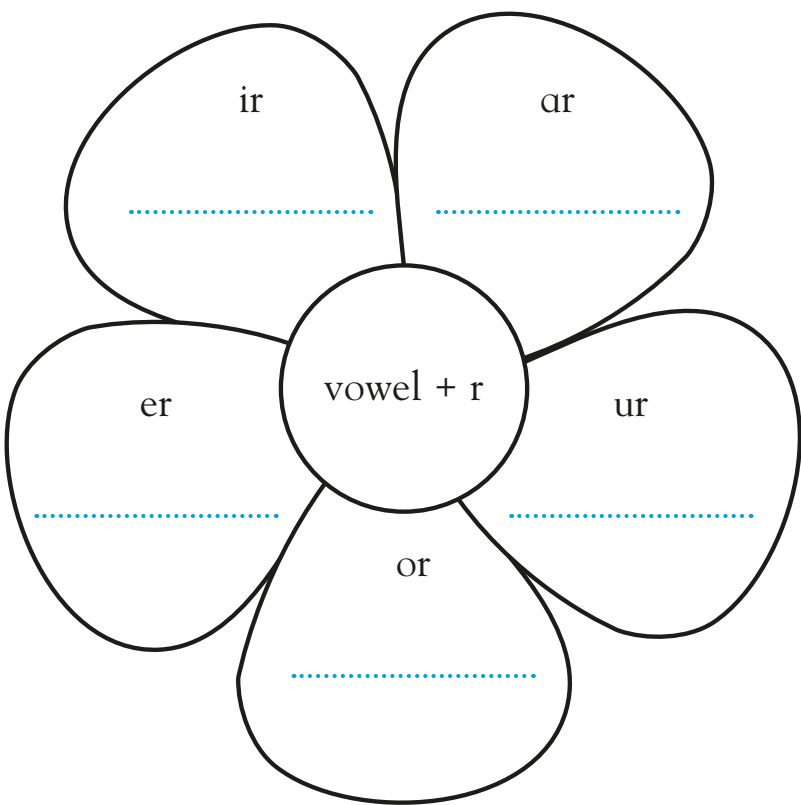
The ..... was filled with red peppers.

bar    jar    far



The bossy letter **r** can team up with vowels and change their sounds. You hear the “ar” in “far,” “er” in “her,” “ir” in “circus,” “or” in “corn,” and “ur” in “turn.”

Think about the “bossy r” words you have just learned. On each petal of the flower below, write a word that includes the vowel-and-r team shown.



For each word below, write a rhyming word that begins with the letter **b** and has a vowel teamed up with the letter **r**.

turn .....  
 lark .....  
 mirth .....

yarn .....  
 torn .....  
 third .....



# Sounds and Syllables

## FACTS

Each word has a number of beats, or syllables. For example, the word “pot” has one syllable and the word “tomato” has three syllables. Each syllable contains a vowel sound.

Read each word aloud. Write the number of syllables you hear in each word.

lake

lion

beaver

mayor

light

table

writer

seed

happy

teacher



Read each two-syllable word. Put a check (✓) if the word has a long vowel sound in the first syllable. Put an X (X) if the sound is short.

robot

lonely

pepper

growing

sudden

spider

robber

gotten

painter

zebra

finish

spoken

sneaker

tuna

kitten

# Two-Syllable Words



Some two-syllable words have long vowel sounds in the first syllable, as in the word “even.”

Read each word aloud. Write its first syllable and second syllable in the two columns.

## First Syllable

## Second Syllable

tiger

.....

.....

paper

.....

.....

frozen

.....

.....

tiny

.....

.....

spaceship

.....

.....

tulip

.....

.....

baker

.....

.....

pony

.....

.....

polar

.....

.....

belong

.....

.....

broken

.....

.....

season

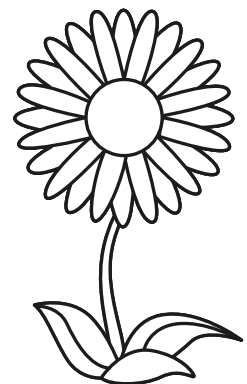
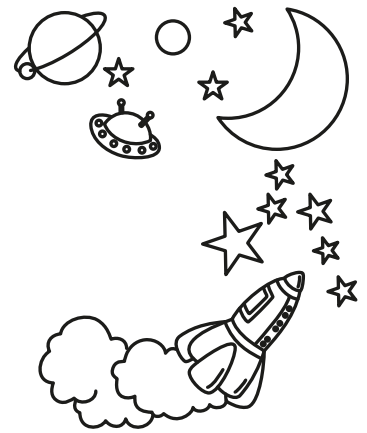
.....

.....

daisy

.....

.....





# Prefixes

## FACTS

A prefix is a letter or group of letters added to the beginning of a root word that changes the meaning of the word.

Add each prefix to the root word to make a new word.

pre + school = .....

re + build = .....

mis + place = .....

un + happy = .....

in + side = .....

re + sell = .....

non + sense = .....



Finish each sentence using a new word from above.

I went to ..... before kindergarten.

Do not ..... your homework.

We will play ..... the house today.

The workers will ..... the wall that fell down.

Jan is ..... because her cat is stuck in the tree.





Some common prefixes are **un-**, which means “not” or “opposite of,” **mis-**, which means “wrong,” **re-**, which means “again,” and **pre-**, which means “before.”

Circle the prefix in each word. Draw a line from the word to its meaning.

unhealthy

order again

misbehavior

pay before

reorder

not healthy

prepay

bad behavior

Help Gary the Groundhog get home.

He can get there by stepping on rocks that have words with prefixes.  
Color the rocks that will get him home.



preview      pay      dishonest

new      replay      school      misuse

unlike      game      unafraid





# Suffixes

FACTS

A suffix is a letter or group of letters added to the end of a root word that changes the meaning of the word.

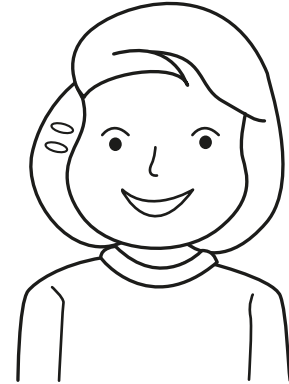
Add the suffix **-ful** or **-less** to the root word. Write the new word.

skill + ..... = .....

youth + ..... = .....

aim + ..... = .....

worth + ..... = .....



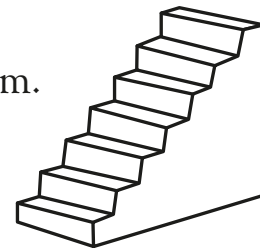
Choose the correct **-ly** or **-er** word from the word box.

hunter      badly      teacher      swiftly      friendly      silently

Mrs. Jones was such a ..... lady.

I ran ..... for help when I heard the fire alarm.

Kim tiptoed ..... down the steps.



My dog jumps on people. He behaves .....

An owl is a very good .....

My sister wants to become a .....





Two common suffixes are **-ness**, which means “a state of being,” and **-able**, which means “able to” or “possible to.”

For each word, underline the root word and circle the suffix.  
Draw a line from each word to its meaning.

calmness

state of being sad

readable

able to be washed

darkness

able to be broken

sadness

state of being calm

trainable

state of being shy

washable

able to be read

breakable

state of being dark

shyness

able to be trained

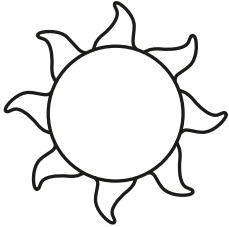


# Homophones

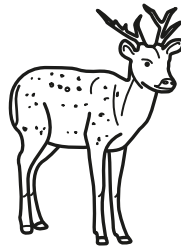
FACTS

Some words sound the same but are spelled differently and have different meanings, such as “peace” and “piece.” They are called homophones.

Look at each picture. Circle the correct word for each picture.



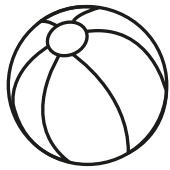
son sun



deer dear



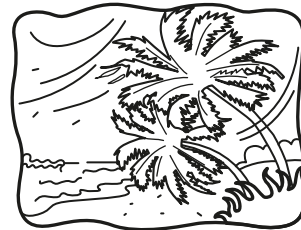
bye buy



bawl ball



pair pear



blew blue



read reed



too two



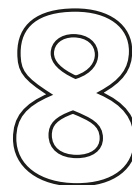
right write



be bee



flower flour



ate eight





The word “homophone” comes from the Greek words for “same” and “voice.”

It's starting to rain,  
So please help Jane  
Find the best word  
That tickles your brain!

Help Jane fill in the blanks with the correct homophone.  
Choose a word from the cloud to write on each raindrop.

The cloud contains the following words: sea, cent, see, hi, weak, high, board, bored, week, scent.

The raindrops contain the following phrases and blank lines:

- look  
.....
- piece of wood  
.....
- ocean  
.....
- not interested  
.....
- seven days  
.....
- not strong  
.....
- hello  
.....
- one penny  
.....
- opposite of low  
.....
- smell  
.....








# Antonyms

FACTS

An antonym is a word that has the opposite meaning of another word.

Color the star at the end of the row if the two words are opposites.

high	low	
slow	fast	
sing	ring	
question	answer	
narrow	wide	

Write a word that has an opposite meaning of the underlined word.

The tall building is an apartment building. ....



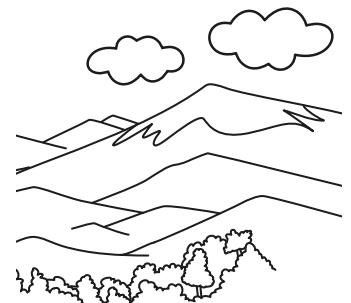
The glass of water is full. ....

We played inside the house yesterday. ....

The statues in the park are very old. ....

Look! There are clouds above the hills. ....

We will stop playing this game now. ....





Antonyms can be used in writing to show a difference between two things. For example, "Yesterday it was warm, but today it is cold."

Draw a line from each word to its antonym.

exciting

begin

sink

lose

under

play

float

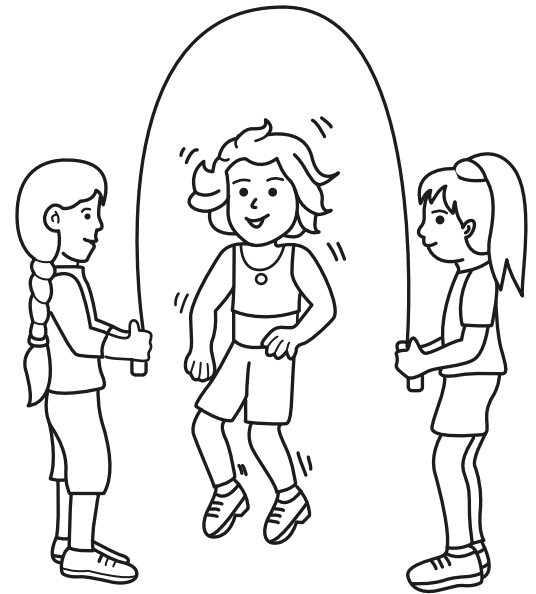
work

boring

over

finish

win



Circle the two words in each row that have opposite meanings.

young

old

baby

near

empty

far

down

around

up

go

early

late

clean

dirty

loose

run

slow

quick



# Synonyms

FACTS

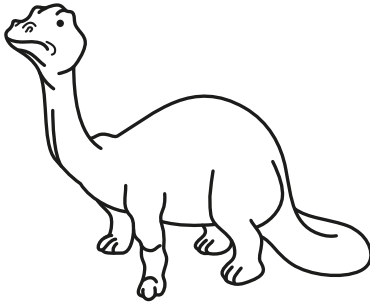
Synonyms are words that have the same or almost the same meaning.

Find two words from the word box that describe each picture.  
Write them under the picture.

sleepy	chilly	sad	funny	drowsy		
large	little	small	silly	yell	delicious	
lovely	pretty	scream	yummy	big	cold	unhappy



.....



.....



.....



.....



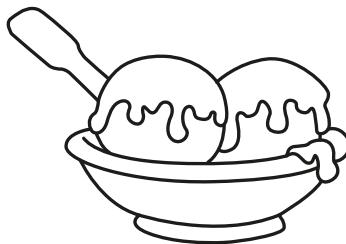
.....



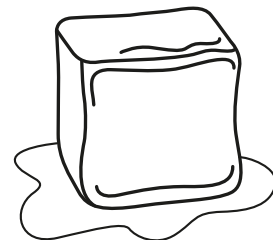
.....



.....



.....



.....



There are synonyms for most English words. That is because Modern English developed from several different languages.

For each sentence, choose a synonym from the word box for the underlined word.

liked      sturdy      tall      over      cold      happy

The pair of birds built a strong nest. ....

The nest was in a tree that was 10 feet high. ....

The birds enjoyed this spot for their nest. ....

They were pleased to be there. ....

The nest was safely above the ground. ....

The mother bird kept her babies warm from chilly air. ....

Read each pair of words. In a small box, write an **A** if the words are antonyms, an **S** if they are synonyms, and an **H** if they are homophones.

bare         above         funny         closed     
 bear         below         silly         open  

ate         blew         big         dirty     
 eight         blue         large         clean



# Sight Words

## FACTS

The words that occur most often in writing and speech are called sight, or high-frequency, words.

Choose the correct word to complete each sentence.

My mother wondered ..... I was going.      **were**      **where**

Let's take a long walk ..... the park.      **though**      **through**

We ..... look at all the flowers there.      **could**      **country**

..... is the name of that park?      **Where**      **What**

That is the ..... with the nicest flowers.      **on**      **one**

We ..... go there today.      **should**      **showed**

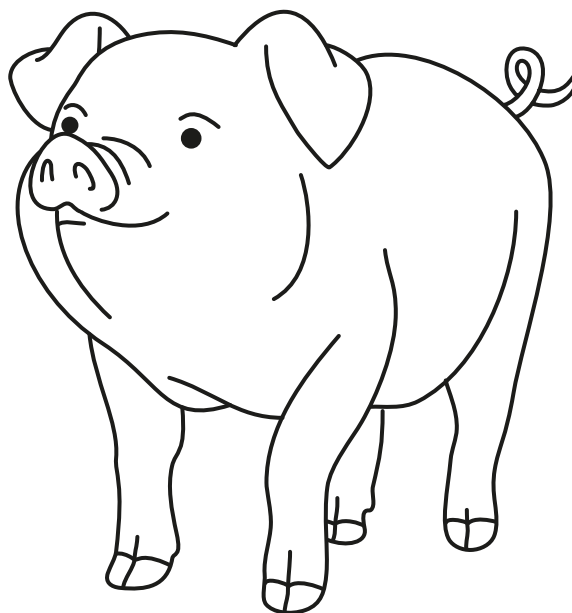
Color the boxes that contain a real word.

enough	houe	another	dggs	young
course	people	world	shov	telp



Many sight words cannot be learned by sounding them out. To learn their spellings, you must see and use them again and again.

Peter the Pig has some words  
That you should know.  
Write each one down  
And learn it as you go!



Read the sight words in each box.  
Write them in alphabetical  
order in the box below.

two

told

their

true

word

what

water

wild

built

brought

blue

beautiful

above

although

are

answer

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



# Plurals

FACTS

Words that mean more than one person, place, or thing are called plurals. Most plural words end in **-s**, **-es**, and **-ies**.

Write the plural form for each word below by adding the letter **s**.

Singular	Plural	Singular	Plural
clock	.....	goat	.....
bow	.....	chicken	.....
key	.....	coin	.....

Write the plural form for each word below by adding the letters **es**.

Singular	Plural	Singular	Plural
fox	.....	match	.....
bush	.....	church	.....
dish	.....	crutch	.....

Write the plural form for each word below by changing the **y** to an **i** and adding the letters **es**.

Singular	Plural	Singular	Plural
baby	.....	body	.....
lady	.....	family	.....
puppy	.....	army	.....





Most plurals are made by adding the letter **s** to the end of words; words ending in **-ch**, **-sh**, **-x**, **-z**, and **-s** require **es** for the plural; and for words ending in a consonant and **y**, change the **y** to an **i** and add **-es**.

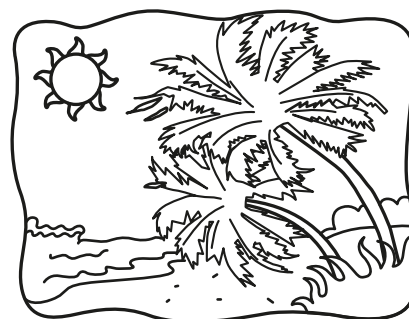
Change the words to their plural form in each sentence.

**Hint:** For words ending in a consonant and **y**, cross out the **y** and add **-ies**.

Jaime fed the monkey\_\_\_ with banana\_\_\_ and apple\_\_\_.

My cousin\_\_\_ and I planted rose\_\_\_ and orchid\_\_\_  
in the garden.

The beach\_\_\_ along the coast are  
lined with tree\_\_\_ and bush\_\_\_.



For her birthday, Katy got three box\_\_\_ of candy, two  
coloring book\_\_\_, and lots of good wish\_\_\_.

The nurse sang lullaby\_\_\_ about pony\_\_\_ to the sleepy  
baby\_\_\_.

The lady\_\_\_ at the bakery shooed the fly\_\_\_ away from  
the cake\_\_\_.



# Irregular Plurals

## FACTS

For some nouns, the plural form is spelled very differently. These nouns are called irregular plurals.

Circle the word that is the plural of the first word.

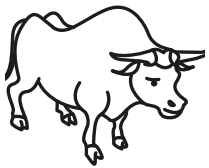


tooth

teeth

feet

geese



ox

geese

teeth

oxen



foot

children

people

feet

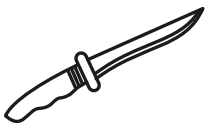


elf

loaves

elves

calves



knife

elves

knives

wolves



wolf

wolves

elves

calves



The spellings of irregular plurals have to be learned by frequent use because they do not follow the usual plural-making spelling rules.

Read each sentence. Write the singular form of the noun underlined in the sentence.

Where are the children? .....

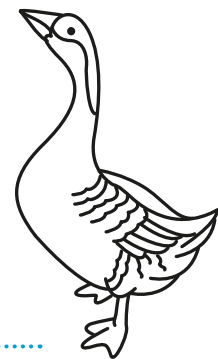


The cans are on shelves that are very high. ....

Which people do you know? .....

The calves grazed in the green field. ....

The men stood in a line. ....



Geese stood around the big pond. ....

I have to buy loaves of bread from the store. ....



# Irregular Verbs

FACTS

The suffix **-ed** is added to many verbs, or action words, to tell you something happened in the past. Many verbs, however, have very different spellings in their past forms. These are called irregular verbs.

Write the correct past form of each action word below.

eat .....

blow .....

sell .....

sing .....

teach .....

drive .....

grow .....

run .....

come .....

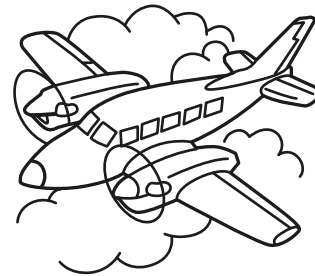
swim .....

Write the past form of the action word to complete each sentence below.

I think a bug ..... (bite) me.



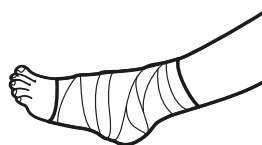
My father ..... (catch) five fish at the lake.



We ..... (fly) to California last year.

Sara ..... (give) her brother a gift.

I tripped and ..... (break) my ankle.



# More Irregular Verbs



Many of the most commonly used action words are irregular verbs.

Choose the correct word to complete each sentence below.

Dad likes to .....

**drove**    **drive**

You must ..... the milk slowly.

**drink**    **drank**

Do not ..... that branch.

**bent**    **bend**

We will ..... class at nine o'clock.

**began**    **begin**

The wind ..... so hard!

**blow**    **blew**

Will you ..... the gift?

**held**    **hold**

Please ..... Ann the book.

**give**    **gave**

Does Stu ..... how to spell that word?

**know**    **knew**

Luke ..... a horse at the ranch.

**ride**    **rode**

Viki ..... a picture of me.

**took**    **take**



# Homonyms

FACTS

Homonyms are words that are spelled the same but mean different things.

Read the first word in each row. Then color the two boxes that show meanings for the word.

Word	Meanings		
ruler	person in charge	to push	used to measure length
kind	type of something	nice	insect
pen	pay	area with fence	writing tool
fair	follows rules	mean	kind of festival
bank	place for money	edge of river	sidewalk
stick	stay onto something	push	piece of wood
feet	a number	body parts	measure of length
bark	leg	dog's sound	covering on tree

Read each sentence. Circle the correct meaning of the underlined word.

Jill stayed in a safe place.                      place for money                      free of harm

Clara put the flowers down on the table.                      duck's feathers                      opposite of up

Dad used his saw on the wood.                      a tool                      have seen

The spring broke through the cushion.                      a metal coil                      a time of year



The word “homonym” comes from Greek and means “having the same name.”

Read each pair of sentences. If the underlined words mean the same thing, color the box with an **S**. If they are different, color the box with a **D**.

Sally has a duck in her backyard.

S

D

Please duck out of the way or you will hit your head.

My father changed the flat tire on his car.

S

D

Doing that can really tire you out!

My teacher will check everyone’s papers.

S

D

I always check my work carefully.

Our dog loves to play with a ball.

S

D

Last night, my parents went to a play in town.

I am going to get a new baseball bat.

S

D

A bat is a flying mammal that is active at night.

We line up in the same order every day.

S

D

What is the order of the songs for the play?

Jack uses a felt-tip pen to highlight the words.

S

D

Sam gave a five-dollar tip to the waiter.



Knowing words, their sounds, and their meanings makes us better readers. Understanding sentences makes us smoother readers, too.

Read the poem once. Then read it again.  
Write the answer to each question below.

## Our Flag, Our Country

Our flag is red, white, and blue.  
It flutters in the air.  
Look around and you will see  
Our flag is everywhere.

Our flag stands for our country,  
And people who are proud  
To be free Americans  
And say so right out loud!

Our flag has many stars and stripes.  
Each star stands for a state.  
Whichever state you live in,  
It makes our country great.



What is the title of this poem? .....

In the poem, which word means  
“moves back and forth”? .....

Which word in the poem is the opposite of “quiet”? .....

Which word in the poem has a meaning similar  
to “wonderful”? .....

Which word in the poem is a homophone for “blew”? .....

What is the name of your state? .....



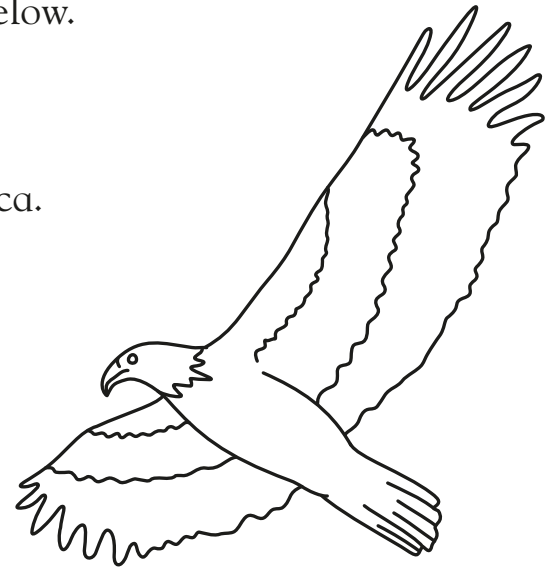


Reading a passage or story and then asking questions help you to understand key things about the text.

Read the passage. Then answer the questions below.

## The Bald Eagle

The bald eagle is our country's bird.  
 It stands for the strength and freedom of America.  
 The bald eagle is a hunting bird.  
 It can see a fish in a river from far away.  
 It flies quickly to grab the fish from the water.  
 It grabs the fish with its large talons.  
 Bald eagles build their nests high up in trees.  
 The parents make their large nests from sticks.  
 The mother birds lay their eggs in the nests.  
 Both the mother and father eagle care for the eggs.  
 Baby eagles, called eaglets, hatch from the eggs.  
 At first, the eaglets are covered with light gray feathers.  
 After a few weeks, their feathers begin to turn brown.  
 The eaglets' parents teach them to fly and hunt.



Underline the sentence above that lets you know bald eagles have very good eyesight.

Read sentence six again. What does the word "talons" mean?

.....

Which word in the passage is the opposite of "slowly"?

.....

Which word in the passage means to "break out"?

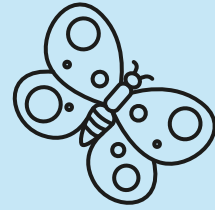
.....

In line eight of the passage, who is "their"?

.....

What are baby eagles called?

.....



# Certificate

**2nd  
Grade**

Congratulations to

.....

for successfully  
finishing this book.

**GOOD JOB!**

You're a star.



Date

.....



# Answer Section with Parents' Notes

This book is intended to help your child build spelling skills. By working through this book, your child will practice key Common Core State Standards (CCSS) for second-grade spelling, which are vital to his or her understanding of words and their meanings.

## Contents

These activities are intended to be completed by a child with adult support.

The topics covered are:

- long and short vowels;
- spelling-sound combinations for common vowel teams;
- syllables;
- prefixes and suffixes;
- sight words;
- irregularly spelled words;
- homophones, synonyms, and antonyms;
- tricky letter **y** and bossy **r**;
- plural forms of nouns;
- irregular verbs;
- accuracy and fluency in reading to support comprehension.

## How to Help Your Child

As you work through the pages with your child, make sure he or she understands what each activity requires. Read the facts and instructions aloud. Encourage questions and reinforce observations that will build confidence and increase active participation in classes at school.

By working with your child, you will understand how he or she thinks and learns. This workbook is designed to help your child understand the rules—where they exist—of the spellings of words in the English language. When appropriate, use props such as pictures or flash cards to help your child.

If an activity seems too challenging, encourage your child to try another page. Good luck, and remember to have fun!

★ Vowel Sounds

FACTS

The letters a, e, i, o, and u are called vowels. Vowels can make short and long sounds in words.

Read the name of each picture aloud. Write the word "short" if you hear a short vowel sound. Write the word "long" if you hear a long vowel sound.



feet

long.....



drops

short.....



drum

short.....

cage

long.....



chin

short.....



Read each sentence. Say the naming and action words in each sentence aloud. Circle the words with short vowel sounds and underline the words with long vowel sounds.

Kim skips up the hill to feed the sheep and goats.

Bersang at the show.

Will and Jake ride their bikes.

James won a prize at the fair.

4 a d c s k f o m h a n w s C j i k e y

Say two words aloud: one with a long vowel sound and the other with a short vowel sound. Ask your child to identify which word has which sound.

Vowel Sounds ★

FACTS

Knowing long and short vowel sounds in words can make you a better speller and reader.

Choose the correct long or short vowel word to complete the story.



It was a hot summer day.



hot pot spot

Emma wanted to go for some ice cream.

crum cream steam

She walked to the store.

score store snore

There were many flavors in the store.

fever favors flavors

She liked vanilla the most.

host most post

Her ice-cream cone was topped with some chocolate sauce.

cross toss sauce

The cone cost her fifty cents.

sense cents pest

Emma licked her special treat!

slicked licked tricked

a d c s k f o m h a n w s C j i k e y 5

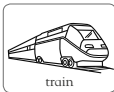
Show your child flash cards of animals with their names. Let him or her say the animal's name and identify the vowel sound in each word.

★ Long Vowel Sounds

FACTS

Vowels can have long sounds. You hear the long "a" in "same," the long "e" in "see," the long "i" in "ripe," the long "o" in "hope," and the long "u" in "cute."

Read the name of the first picture aloud. Listen to the vowel sound. Circle the picture in each row whose name has the same vowel sound.



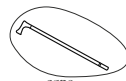
train



bee



hat



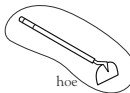
cane



soap



drop



hoe



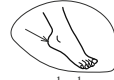
plug



leaf



cap



heel



row

Write words that rhyme with the long-vowel words below. Answers may vary.

hope rope play clay dry fry hoe snow

seal deal mean clean fuse shoes ice nice

6 a d c s k f o m h a n w s C j i k e y

Say three words: two with short vowel sounds and one with a long vowel sound. Ask your child to identify the word with the long vowel sound.

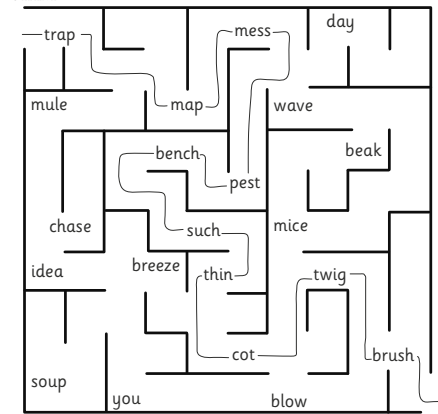
Short Vowel Sounds ★

FACTS

Vowels can have short sounds. You hear the short "a" in "track," the short "e" in "fresh," the short "i" in "trip," the short "o" in "nod," and the short "u" in "stuff."

Draw a line that connects the short-vowel words to get you through the maze.

START



a d c s k f o m h a n w s C j i k e y 7

Write words with short vowel sounds on cards. Place them in a bag. Ask your child to take out the cards one by one and group them by their vowels.

★ The Tricky Letter y

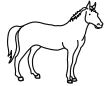
FACTS

The letter y is sometimes a consonant and sometimes a vowel. When used as a vowel, it can have the long "e" sound when it comes directly after a consonant at the end of a word with more than one syllable, such as "puppy." The letter y can also have the long "i" sound when it is at the end of a one-syllable word such as "fly."


Circle the word that names each picture. Write an e in the little box if the letter y makes the long "e" sound. Write an i if the letter y makes the long "i" sound.




baby lady bunny




fry pony why




sunny silly bunny



cry try dry



sunny silly funny



my cry fly

8 Q d W C S k f b o m h q a n w s C j i g i e k y z

Help your child make a list of words that have the letter y with the long "i" sound, such as "fly," "cry," "try," and so on. Then let him or her use each word in a sentence.

The Tricky Letter y

FACTS

The letter y can also make the short "i" sound, as heard in "gym."

Read each word in the box. Write the word under "Fly" if the letter y makes the long "i" sound. Write the word under "Fussy" if it makes the long "e" sound. Write the word under "Gym" if it makes the short "i" sound.

crazy dry hymn sky myth penny bicycle try  
sleepy system candy why cymbal windy by

Fly	Fussy	Gym
dry	crazy	hymn
sky	penny	myth
try	sleepy	bicycle
by	candy	system
why	windy	cymbal

Using words from the box above, write the correct word for each sentence.

It is worth one cent. .... penny .....

This is what birds do. .... fly .....

You look up to see it. .... sky .....

This word means "legend." .... myth .....

It has a sweet taste. .... candy .....

It has two wheels. .... bicycle .....



9 Q d W C S k f b o m h q a n w s C j i g i e k y z


Repeat the activity in the parents' note for page 8 (left), this time using words with the letter y that have the long "e" sound, such as "candy," "funny," "bunny," and so on.

★ Vowel Teams ai and ay


FACTS

In some words, two letters together make one sound. The "vowel teams" ai and ay make the long "a" sound, as heard in "chain" and "day."


Circle the word that is not spelled correctly. Then write the correct spelling of the word.




pail




mail mayl




tray



clay clai



trayne train



rain



plai play



hay

Read each sentence below. Circle the word that is not spelled correctly. Then write the correct spelling of the word.

Jane has a bad (payn) in her ankle. .... pain .....

Tom really wanted to go out to (plai) ..... play .....

Kate decided to put polish on her (nays) ..... nails .....

Poor Joe was indoors all (dai) ..... day .....

10 Q d W C S k f b o m h q a n w s C j i g i e k y z

Reinforce that the vowel team ai often comes in the middle of a word, such as "main," while the vowel team ay often comes at the end of a word, such as "pay." Look through books together with your child to spot ai and ay words.

Finding Long "a" Words

FACTS

More long "a" words are "brain," "wait," "pray," and "may."

Go across or down to find 12 long "a" words in the word search.

W	O	S	P	R	A	Y	X
A	P	A	I	N	T	M	B
Y	J	Y	L	Y	R	A	Q
G	D	U	C	M	A	I	D
R	W	K	H	G	I	L	R
A	C	L	A	Y	N	F	A
Y	B	A	I	T	V	C	I
N	Z	H	N	O	M	D	N

Complete each sentence using ai or ay words from the word search above.

Let's ..... paint ..... some pictures today.

Are you traveling on the ..... train .....

Let's make a daisy ..... chain .....

Please ..... spray ..... my flowers with water.

The color of his coat was ..... gray .....



11 Q d W C S k f b o m h q a n w s C j i g i e k y z

Draw two ice-cream cones and label them ai and ay. Let your child write ai and ay words on paper circles (scoops of ice cream). Ask him or her to read the word on each circle and place it on the correct cone.

★ Vowel Teams *ee* and *ea*

FACTS

In some words, two vowels together make one sound. The vowel teams *ee* and *ea* make the long "e" sound.

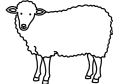
Say the name for each picture aloud. Write the missing letters to complete each word.



t r e e



f e e t



s h e e p



s l e e p



b e e



k n e e

For each word below, find a word that rhymes with it and has the same vowel team. Answers may vary.

eat .....meat..... peak .....speak..... beach .....reach.....

feet .....sheet..... dream .....stream..... free .....tree.....

12 a d w c s k f b o m h q o n w s C j i k e y z

Write words with the vowel teams *ee* and *ea* on strips of paper. Mix them up and then ask your child to group the words separately in two paper bags labeled *ee* and *ea*.

Long "e" Words ★

FACTS

The best way to remember whether a long "e" word is spelled with *ee* or *ea* is to practice reading, writing, and spelling the word.

Use the vowel team *ee* or *ea* to complete the words in the story.

The Chilly Sea

This morning the s e a looked very gre e n.  
My father said I n e e ded to go for a swim. First, I put my f e e t in the water. Next, the water hit my kn e e s! Wow, the water was fr e e zing! It was so cold it made my t e e th chatter. I was in the water for about five minutes when I started to f e e l numb. I could s e e it was time to l e a ve the chilly s e a!



a d w c s k f b o m h q o n w s C j i k e y 13

Read some *ea* and *ee* words aloud to your child. For each word, ask your child whether the long "e" sound is spelled with *ee* or *ea*.

★ Vowel Teams *oa* and *ow*

FACTS

In some words, two letters make one vowel sound. The vowel teams *oa* and *ow* make the long "o" sound.

Write *oa* or *ow* to complete each word. Write each word in the crossword puzzle below.

Across

2 thr o a t

4 s o a k

6 fl o a t

7 gl o w

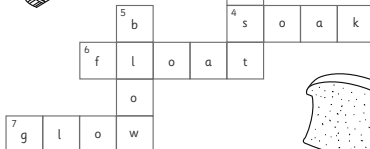
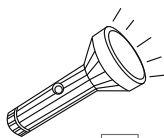
Down

1 r o w

2 t o a s t

3 t o w

5 bl o w



14 a d w c s k f b o m h q o n w s C j i k e y z

Read a simple story to your child. Then use index cards to list *oa* or *ow* words from the story. Discuss each word with your child and talk about its meaning.

Vowel Teams *oa* and *ow* ★

FACTS

When making the long "o" sound in words such as "glow" and "low," the consonant *w* remains silent.

Use a word with long "o" sound to complete each sentence.

Emily wanted a new .....coat.....



coat cot coat

The wind was starting to .....blow.....

bloat bow blow

The day looked as if there might be .....snow.....

sock low snow

Emily saw the .....glow..... of the store lights.

glow got goal

She chose a coat with a big .....bow..... on it.

boa boat bow

Soon, Emily was on the .....road..... going home.



rode rod road

Read each clue. Complete the word with the letters *oa* or *ow*.



a frog does this c r o a k

to cut grass m o w



to move a small boat r o w

a d w c s k f b o m h q o n w s C j i k e y z 15

Help your child learn more *oa* or *ow* words, such as "roast," "toast," "goat," "roam," "coach," and "grow." Use simple clues to make him or her guess each word, such as "this person teaches baseball" for "coach."

★ The Vowel Team **oo**

**FACTS** The vowel team **oo** can make two different sounds. The short "oo" sound is heard in "cook." The long "oo" sound is heard in "root."

Read the words in the box aloud. Write the short "oo" words and long "oo" words on separate sides of the table below.

cool good look school foot hood  
spoon loop tool boot wood shook gloom  
hook hoof brook book soot pool room

Short "oo" Words		Long "oo" Words	
good.....	wood.....	cool.....	pool.....
hook.....	shook.....	loop.....	boot.....
look.....	soot.....	school.....	hoof.....
book.....	hood.....	gloom.....	spoon.....
foot.....	brook.....	room.....	tool.....

Complete each sentence using words from above.

I like reading a good book.

Jo shook the soot from her clothes.

Dad took the wood to the fireplace.



16 *o d w c s k f b o m h q a n w s C j i k e y z*

Create sentences that your child can complete with an **oo** word. An example for pool would be, "Sam is swimming in a \_\_\_\_\_." Then ask him or her to identify whether the word has a long or a short "oo" sound.

The Vowel Team **oo** ★

**FACTS** The best way to learn which "oo" words have the long sound and which have the short sound is to practice saying them correctly.

Read the word in each box aloud. If the word has the long "oo" sound, color the box red. If it has the short "oo" sound, color the box yellow.

cook	stool	hoot	hoop
noon	tooth	bloom	wood
school	stood	foot	root
broom	nook	cookie	moon

Pick the correct word from above for each clue.



It is used in a fireplace. .... wood .....



It is a place to learn. .... school .....

It is another word for flower. .... bloom .....



You can sit on this. .... stool .....

We sweep the floor with it. .... broom .....



*o d w c s k f b o m h q a n w s C j i k e y z* 17

Display objects found around the home, such as a book, spoon, toothpaste, and a broom. Ask your child to name the object and identify whether the vowel sound is a long or short "oo" sound.

★ Vowel Teams **au** and **aw**

**FACTS** The vowel teams **au** and **aw** make the same sound. You hear it in the words "sauce" and "saw."

Read each sentence. Write **au** or **aw** to complete each unfinished word.

Water was running from the fa u ce t.



The cat kept licking its pa w.

Did you see the way Tom ca u gh t the ball?



Her tenth birthday is in A u gu s t.

The bear used its sharp cl a u se s to climb.



The sa u ce on the tacos was really good!

Dad will ha u l stones and wood in his cart.

The toothache made her ja w hurt.

Look at each picture. Circle the correct spelling of its name.



saucer

sawcer



awtomobile

automobile

18 *o d w c s k f b o m h q a n w s C j i k e y z*

Say some **au** and **aw** words aloud to your child. Have him or her come up with a word that rhymes with each of your words.

Vowel Teams **au** and **aw** ★

**FACTS** Sometimes, you can understand the meaning of an unfamiliar word from its context in a sentence. At other times, you might need to look up its meaning in a dictionary.

Read each sentence aloud. Look at each underlined word. Check (✓) the box next to the word's correct meaning.

Dad used a saw on the wood.

- a sharp tool
- a kind of glue

Mother wore a bright red shawl.

- a warm piece of cloth
- a kind of cloth book

She taught Lisa how to ride a bike.

- gave instructions
- whistled to

At dawn, we saw three deer in the park.

- at the middle of the day
- when daylight begins

The baby crawled around the room.

- moved around on hands and knees
- danced

That was not my fault!

- mistake
- hope

Jim caught the flying ball.

- grabbed and dropped
- grabbed and held

Did you see that red-tailed hawk?

- a fox that hunts
- a bird that hunts

*o d w c s k f b o m h q a n w s C j i k e y z* 19

Make two word boxes. Label one "Saw" and the other "Faucet." Then say an **au** or **aw** words aloud. Ask your child to write the word on an index card and place it in the "Saw" or the "Faucet" box, depending on the spelling. Repeat the exercise several times.

★ Vowel Teams *oi* and *oy*

FACTS

The vowel teams *oi* and *oy* make the same sound. You hear it in the words "boil" and "joy."

Read the words in the box below aloud. Sort the *oi* and *oy* words into separate columns.

spoil foil oil ahoy toy  
point joy annoy join boy

**oi words**                      **oy words**

.....spoil                      .....toy  
.....point                      .....ahoy  
.....foil                      .....annoy  
.....oil                      .....boy  
.....join                      .....joy

Read each sentence aloud, and then circle the correct *oi* or *oy* word.

Tom can be such a funny (boy) / joy.  
Jon found some coils / (coins) on the floor.  
Today, we can use some of my joys / (toys).  
The hot water was starting to (boil) / join.  
(Soil) / Coil is another name for dirt.  
When Julie heard the song, she felt so much (joy) / soy.

Help your child make his or her own table of *oi* and *oy* words. Suggest some words, such as "ploy," "destroy," and "boil," to start the activity.

Vowel Teams *ou* and *ow* ★

FACTS

The vowel teams *ou* and *ow* can make the same sound. You hear it in the words "proud" and "now."

Go across or down to find 15 *ou* and *ow* words hidden in the word search.

S	G	D	R	E	P	H	B	P	V	C	L
Y	J	S	K	G	R	O	W	L	Q	N	M
S	E	H	M	W	G	U	L	O	Z	K	F
G	R	O	U	N	D	R	T	W	Y	H	R
X	Y	U	E	R	Y	U	I	P	H	M	O
G	J	T	D	C	X	S	L	Q	I	O	W
V	L	Z	W	B	R	O	W	N	E	U	N
F	O	U	N	D	I	U	O	E	W	S	Y
W	U	B	H	C	A	T	K	L	F	E	X
Q	D	H	L	S	O	H	V	I	Q	E	W
Z	H	O	T	F	W	B	W	G	T	X	K
C	O	W	R	D	L	Q	H	O	U	S	E

Show your child three word cards: two that have *ou* words and one that does not. Let him or her identify the word that does not belong. Repeat the activity with *ow* words.

★ Bossy *r*

FACTS

When the letter *r* comes after a vowel in a word, it changes the sound of the vowel. This is why the letter *r* is sometimes called the "bossy *r*."

Choose a pair of letters from the box to complete each picture's name.

ar er ir or ur



shark



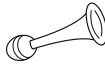
bird



burn



car



horn



fern

Choose the correct word to complete each sentence.

She could hear the kitten purrr.                      fur purr curl  
I could see a very bright star in the sky.                      start star car  
Wash your hands well to fight germs.                      germs her were  
I like the color of the shirt you are wearing.                      fir sir shirt  
The jar was filled with red peppers.                      bar jar far

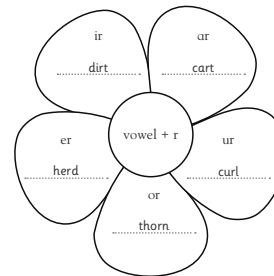
Repeat words from this page that contain a vowel next to the letter *r*. Let your child say words that rhyme with those you say.

Bossy *r* ★

FACTS

The bossy letter *r* can team up with vowels and change their sounds. You hear the "ar" in "far," "er" in "her," "ir" in "circus," "or" in "corn," and "ur" in "turn."

Think about the "bossy *r*" words you have just learned. On each petal of the flower below, write a word that includes the vowel-and-*r* team shown. Answers may vary.



For each word below, write a rhyming word that begins with the letter *b* and has a vowel teamed up with the letter *r*.

turn      burn                      yarn      barn  
lark      bark                      torn      born  
mirth      birth                      third      bird

Explain to your child that when he or she reads a word with a vowel next to the letter *r*, the *r* controls the sound the vowel makes. Ask your child to think of more "bossy *r*" words.




★ Sounds and Syllables

**FACTS** Each word has a number of beats, or syllables. For example, the word "pot" has one syllable and the word "tomato" has three syllables. Each syllable contains a vowel sound.

Read each word aloud. Write the number of syllables you hear in each word.

lake	1	table	2
lion	2	writer	2
beaver	2	seed	1
mayor	2	happy	2
light	1	teacher	2



Read each two-syllable word. Put a check (✓) if the word has a long vowel sound in the first syllable. Put an X (✗) if the sound is short.

robot	✓	spider	✓	finish	✗
lonely	✓	robber	✗	spoken	✓
pepper	✗	gotten	✗	sneaker	✓
growing	✓	painter	✓	tuna	✓
sudden	✗	zebra	✓	kitten	✗


Say some two-syllable words aloud, each with a long vowel sound in its first syllable. Have your child identify the long vowel sound he or she hears in each word.

Two-Syllable Words ★

**FACTS** Some two-syllable words have long vowel sounds in the first syllable, as in the word "even."

Read each word aloud. Write its first syllable and second syllable in the two columns.

	First Syllable	Second Syllable
tiger	ti	ger
paper	pa	per
frozen	fro	zen
tiny	ti	ny
spaceship	space	ship
tulip	tu	lip
baker	ba	ker
pony	po	ny
polar	po	lar
belong	be	long
broken	bro	ken
season	sea	son
daisy	dai	sy






Choose some two-syllable words with long vowel sounds in the first syllable. Split the words between the syllables, write the syllables on different cards, and mix them up. Ask your child to identify the syllables and then make the correct word combinations.

★ Prefixes

**FACTS** A prefix is a letter or group of letters added to the beginning of a root word that changes the meaning of the word.

Add each prefix to the root word to make a new word.

pre + school =	preschool	
re + build =	rebuild	
mis + place =	misplace	
un + happy =	unhappy	
in + side =	inside	
re + sell =	resell	
non + sense =	nonsense	

Finish each sentence using a new word from above.

- I went to preschool before kindergarten.
- Do not misplace your homework.
- We will play inside the house today.
- The workers will rebuild the wall that fell down.
- Jan is unhappy because her cat is stuck in the tree.

Provide your child with a list of simple prefixes. Ask him or her to write as many words as he or she can think of using the prefixes in your list.

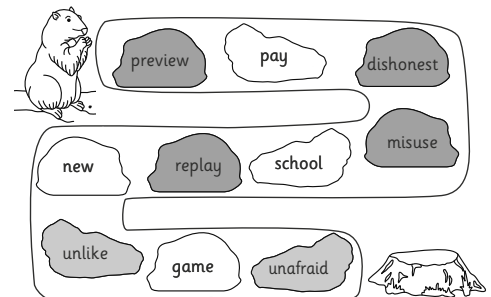
More Prefixes ★

**FACTS** Some common prefixes are **un-**, which means "not" or "opposite of," **mis-**, which means "wrong," **re-**, which means "again," and **pre-**, which means "before."

Circle the prefix in each word. Draw a line from the word to its meaning.

<u>un</u> healthy	order again
<u>mis</u> behavior	pay before
<u>re</u> order	not healthy
<u>pre</u> pay	bad behavior

Help Gary the Groundhog get home. He can get there by stepping on rocks that have words with prefixes. Color the rocks that will get him home.



Write words with prefixes on strips of paper. Fold back the part of the strip that has the prefix. Let your child read the root word. Then flip open the strip with the prefix to let him or her read the entire word.

★ Suffixes

FACTS

A suffix is a letter or group of letters added to the end of a root word that changes the meaning of the word.

Add the suffix **-ful** or **-less** to the root word. Write the new word.

- skill + ful = skillful
- youth + ful = youthful
- aim + less = aimless
- worth + less = worthless



Choose the correct **-ly** or **-er** word from the word box.

- hunter    badly    teacher    swiftly    friendly    silently

Mrs. Jones was such a friendly lady.

I ran swiftly for help when I heard the fire alarm.

Kim tiptoed silently down the steps.



My dog jumps on people. He behaves badly.

An owl is a very good hunter.



My sister wants to become a teacher.

More Suffixes ★

FACTS

Two common suffixes are **-ness**, which means "a state of being," and **-able**, which means "able to" or "possible to."

For each word, underline the root word and circle the suffix. Draw a line from each word to its meaning.

Diagram showing words connected to their meanings:

- calmness (circled) - state of being sad
- readable (circled) - able to be washed
- darkness (circled) - able to be broken
- sadness (circled) - state of being calm
- trainable (circled) - state of being shy
- washable (circled) - able to be read
- breakable (circled) - state of being dark
- shyness (circled) - able to be trained

Help your child practice suffixes by writing a list of words that end in **-ly**, **-ful**, **-less**, and **-er**. Ask him or her to read the words and identify the root words in each word.

Repeat the exercise in the parents' note for page 28 (left), this time using the suffixes **-able** and **-ness**.

★ Homophones

FACTS

Some words sound the same but are spelled differently and have different meanings, such as "peace" and "piece." They are called homophones.

Look at each picture. Circle the correct word for each picture.



- son sun



- deer dear



- bye buy



- bawl ball



- pair pear



- blew blue



- read reed



- too two



- right write



- be bee



- flower flour



- ate eight

Give your child clues to words that are homophones. For example, "two socks" for a "pair" and "a kind of fruit" for "pear." Let him or her hear the clue, say, and then spell the correct word. You can use pairs, such as "bare" and "bear," "rose" and "rows," and "red" and "read."

More Homophones ★

FACTS

The word "homophone" comes from the Greek words for "same" and "voice."

It's starting to rain,  
So please help Jane  
Find the best word  
That tickles your brain!

Help Jane fill in the blanks with the correct homophone. Choose a word from the cloud to write on each raindrop.

Diagram showing a cloud with words inside and raindrops with words to be filled in:

Cloud words: sea, cent, see, hi, weak, high, board, bored, week, scent

Raindrops to fill:

- look ..... see .....
- piece of wood ..... board .....
- ocean ..... sea .....
- not interested ..... bored .....
- seven days ..... week .....
- not strong ..... weak .....
- hello ..... hi .....
- one penny ..... cent .....
- opposite of low ..... high .....
- smell ..... scent .....

Write simple sentences containing a pair of homophones for your child. For example, "I heard a herd of elephants." Let him or her read the sentences and identify the homophones in each.

★ Antonyms

FACTS

An antonym is a word that has the opposite meaning of another word.

Color the star at the end of the row if the two words are opposites.

high	low	★
slow	fast	★
sing	ring	☆
question	answer	★
narrow	wide	★

Write a word that has an opposite meaning of the underlined word.  
Answers may vary

The tall building is an apartment building.     short.....



The glass of water is full.     empty.....

We played inside the house yesterday.     outside.....

The statues in the park are very old.     new.....



Look! There are clouds above the hills.     below.....

We will stop playing this game now.     start.....



32     O d w C S k f b o m h q a n w s C j i k e y z

Show your child flash cards with simple images. Let him or her identify the picture and then name its opposite. For example, if you show the picture of a night sky, your child should then say "day."

More Antonyms

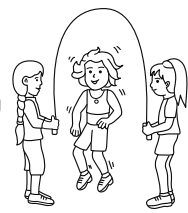


FACTS

Antonyms can be used in writing to show a difference between two things. For example, "Yesterday it was warm, but today it is cold."

Draw a line from each word to its antonym.

exciting     float  
begin     work  
sink     boring  
lose     over  
under     finish  
play     win



Circle the two words in each row that have opposite meanings.

young	old	baby
near	empty	far
down	around	up
go	early	late
clean	dirty	loose
run	slow	quick

33     O d w C S k f b o m h q a n w s C j i k e y z

Create word-card sets for pairs of antonyms, writing one word per card. Show your child a card from each set. Then let him or her sort through the other cards to find its opposite.

★ Synonyms

FACTS

Synonyms are words that have the same or almost the same meaning.

Find two words from the word box that describe each picture. Write them under the picture.

sleepy     chilly     sad     funny     drowsy  
large     little     small     silly     yell     delicious  
lovely     pretty     scream     yummy     big     cold     unhappy



...little... small...



...large... big...



...sad... unhappy



...silly... funny...



...sleepy... drowsy...



...lovely... pretty...



...scream... yell...



...yummy... delicious...



...cold... chilly...

34     O d w C S k f b o m h q a n w s C j i k e y z

Write pairs of words that are synonyms. Write them in two lists that do not match. Have your child read the first word and draw a line to its synonym.

More Synonyms



FACTS

There are synonyms for most English words. That is because Modern English developed from several different languages.

For each sentence, choose a synonym from the word box for the underlined word.

liked     sturdy     tall     over     cold     happy

The pair of birds built a strong nest.     sturdy.....

The nest was in a tree that was 10 feet high.     tall.....

The birds enjoyed this spot for their nest.     liked.....

They were pleased to be there.     happy.....

The nest was safely above the ground.     over.....

The mother bird kept her babies warm from chilly air.     cold.....

Read each pair of words. In a small box, write an A if the words are antonyms, an S if they are synonyms, and an H if they are homophones.

bare	H	above	A	funny	S	closed	A
bear	H	below	A	silly	S	open	A
ate	H	blew	H	big	S	dirty	A
eight	H	blue	H	large	S	clean	A

35     O d w C S k f b o m h q a n w s C j i k e y z

Say a category name: "homophones," "synonyms," or "antonyms." Ask your child to name a pair of words for that category. Repeat the activity for practice.

★ Sight Words

FACTS

The words that occur most often in writing and speech are called sight, or high-frequency, words.

Choose the correct word to complete each sentence.

My mother wondered where I was going.      were      where

Let's take a long walk through the park.      though      through

We could look at all the flowers there.      could      country

What is the name of that park?      Where      What

That is the one with the nicest flowers.      on      one

We should go there today.      should      showed

Color the boxes that contain a real word.

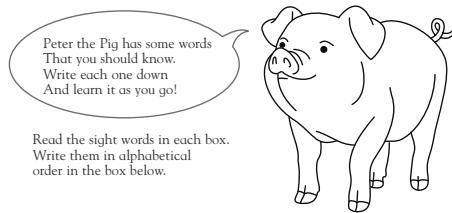
enough	houe	another	dggs	young
course	people	world	shov	telp

Make several pairs of word cards using sight words. Place them facedown on a table. Have your child turn over two cards at a time to play a memory game.

More Sight Words ★

FACTS

Many sight words cannot be learned by sounding them out. To learn their spellings, you must see and use them again and again.



Read the sight words in each box. Write them in alphabetical order in the box below.

two	word	built	above
told	what	brought	although
their	water	blue	are
true	wild	beautiful	answer
their	water	beautiful	above
told	what	blue	although
true	wild	brought	answer
two	word	built	are

Give your child a list of sight words. Have him or her arrange them alphabetically and then use them in simple sentences.

★ Plurals

FACTS

Words that mean more than one person, place, or thing are called plurals. Most plural words end in -s, -es, and -ies.

Write the plural form for each word below by adding the letter s.

Singular	Plural	Singular	Plural
clock	clocks	goat	goats
bow	bows	chicken	chickens
key	keys	coin	coins

Write the plural form for each word below by adding the letters es.

Singular	Plural	Singular	Plural
fox	foxes	match	matches
bush	bushes	church	churches
dish	dishes	crutch	crutches

Write the plural form for each word below by changing the y to an i and adding the letters es.

Singular	Plural	Singular	Plural
baby	babies	body	bodies
lady	ladies	family	families
puppy	puppies	army	armies

Provide two squares of paper: one that shows an s and one that shows an es. Show your child a word and ask him or her to place the correct square at the end of the word to make it plural.

More Plurals ★

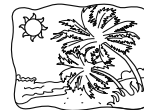
FACTS

Most plurals are made by adding the letter s to the end of words; words ending in -ch, -sh, -x, -z, and -s require es for the plural; and for words ending in a consonant and y, change the y to an i and add -es.

Change the words to their plural form in each sentence. **Hint:** For words ending in a consonant and y, cross out the y and add -ies.

Jaime fed the monkey s with banana s and apple s.

My cousin s and I planted rose s and orchid s in the garden.



The beach es along the coast are lined with tree s and bush es.

For her birthday, Katy got three box es of candy, two coloring book s, and lots of good wish es.

The nurse sang lullaby ies about pony ies to the sleepy baby ies.

The lady ies at the bakery shoed the fly ies away from the cake s.

Help your child practice making plurals for words ending in a consonant and y. Show him or her how to draw a line through the y and then add -ies.

## ★ Irregular Plurals

FACTS

For some nouns, the plural form is spelled very differently. These nouns are called irregular plurals.

Circle the word that is the plural of the first word.



tooth

teeth

feet

geese



ox

geese

teeth

oxen



foot

children

people

feet



elf

loaves

elves

calves



knife

elves

knives

wolves



wolf

wolves

elves

calves

40

O d W C S k f b o m h q a n w s C j i k e y z

Review the words on this page with your child. You could add other irregular plurals, such as “women,” “dice,” and “hooves,” and mention the few nouns that do not change their spelling at all to make the plural, such as “sheep.”

## More Irregular Plurals ★

FACTS

The spellings of irregular plurals have to be learned by frequent use because they do not follow the usual plural-making spelling rules.

Read each sentence. Write the singular form of the noun underlined in the sentence.

Where are the children? ..... child.....



The cans are on shelves that are very high. .... shelf .....

Which people do you know? .... person.....

The calves grazed in the green field. .... calf .....

The men stood in a line. .... man.....



Geese stood around the big pond. .... goose.....

I have to buy loaves of bread from the store. .... loaf .....

41

O d W C S k f b o m h q a n w s C j i k e y z

Using differently spelled singular and plural words, choose a word to say aloud. Have your child tell you if it is singular or plural. Have him or her say its singular or plural form.

## ★ Irregular Verbs

FACTS

The suffix -ed is added to many verbs, or action words, to tell you something happened in the past. Many verbs, however, have very different spellings in their past forms. These are called irregular verbs.

Write the correct past form of each action word below.

eat

ate

blow

blew

sell

sold

sing

sang

teach

taught

drive

drove

grow

grew

run

ran

come

came

swim

swam

Write the past form of the action word to complete each sentence below.

I think a bug bit (bite) me.



My father caught (catch) five fish at the lake.



We flew (fly) to California last year.

Sara gave (give) her brother a gift.

I tripped and broke (break) my ankle.



42

O d W C S k f b o m h q a n w s C j i k e y z

Ask your child to make sentences using the following format: “Today I sing. Yesterday I sang.” Let your child make more sentences using other irregular verbs.

## More Irregular Verbs ★

FACTS

Many of the most commonly used action words are irregular verbs.

Choose the correct word to complete each sentence below.

Dad likes to drive.

drove drive

You must drink the milk slowly.

drink drank

Do not bend that branch.

bent bend

We will begin class at nine o'clock.

began begin

The wind blew so hard!

blow blew

Will you hold the gift?

held hold

Please give Ann the book.

give gave

Does Stu know how to spell that word?

know knew

Luke rode a horse at the ranch.

ride rode

Viki took a picture of me.

took take

43

O d W C S k f b o m h q a n w s C j i k e y z

Say simple sentences with the incorrect irregular past tense. For example, “I knowed your name.” Another example could be “I sleeped well last night.” Have your child correct your mistakes by supplying the correct word.

FACTS

Homonyms are words that are spelled the same but mean different things.

Read the first word in each row. Then color the two boxes that show meanings for the word.

Word	Meanings		
ruler	person in charge	to push	measuring tool
kind	type of something	nice	insect
pen	pay	area with fence	writing tool
fair	follows rules	mean	kind of festival
bank	place for money	edge of river	sidewalk
stick	stay onto something	push	piece of wood
feet	a number	body parts	measure of length
bark	leg	dog's sound	covering on tree

Read each sentence. Circle the correct meaning of the underlined word.

- Jill stayed in a safe place.      place for money      free of harm
- Clara put the flowers down on the table.      duck's feathers      opposite of up
- Dad used his saw on the wood.      a tool      have seen
- The spring broke through the cushion.      a metal coil      a time of year

Write out sentences that include homonyms. Have your child read each sentence and identify the meaning of each word in context.

FACTS

The word "homonym" comes from Greek and means "having the same name."

Read each pair of sentences. If the underlined words mean the same thing, color the box with an S. If they are different, color the box with a D.

- Sally has a duck in her backyard.      S      D
- Please duck out of the way or you will hit your head.
- My father changed the flat tire on his car.      S      D
- Doing that can really tire you out!
- My teacher will check everyone's papers.      S      D
- I always check my work carefully.
- Our dog loves to play with a ball.      S      D
- Last night, my parents went to a play in town.
- I am going to get a new baseball bat.      S      D
- A bat is a flying mammal that is active at night.
- We line up in the same order every day.      S      D
- What is the order of the songs for the play?
- Jack uses a felt-tip pen to highlight the words.      S      D
- Sam gave a five-dollar tip to the waiter.

Give your child a word that has two different meanings. Help him or her make sentences using the word with each of its meanings.

FACTS

Knowing words, their sounds, and their meanings makes us better readers. Understanding sentences makes us smoother readers, too.

Read the poem once. Then read it again. Write the answer to each question below.

**Our Flag, Our Country**

Our flag is red, white, and blue. It flutters in the air. Look around and you will see Our flag is everywhere.

Our flag stands for our country, And people who are proud To be free Americans And say so right out loud!

Our flag has many stars and stripes. Each star stands for a state. Whichever state you live in, It makes our country great.



- What is the title of this poem?      Our Flag, Our Country
- In the poem, which word means "moves back and forth"?      flutters
- Which word in the poem is the opposite of "quiet"?      loud
- Which word in the poem has a meaning similar to "wonderful"?      great
- Which word in the poem is a homophone for "blew"?      blue
- What is the name of your state?      Answers may vary

Help your child practice the art of reading with expression. Read the poem aloud to your child. Then ask him or her to read it to you.

FACTS

Reading a passage or story and then asking questions help you to understand key things about the text.

Read the passage. Then answer the questions below.

**The Bald Eagle**

The bald eagle is our country's bird. It stands for the strength and freedom of America. The bald eagle is a hunting bird. It can see a fish in a river from far away. It flies quickly to grab the fish from the water. It grabs the fish with its large talons. Bald eagles build their nests high up in trees. The parents make their large nests from sticks. The mother birds lay their eggs in the nests. Both the mother and father eagle care for the eggs. Baby eagles, called eaglets, hatch from the eggs. At first, the eaglets are covered with light gray feathers. After a few weeks, their feathers begin to turn brown. The eaglets' parents teach them to fly and hunt.



- Underline the sentence above that lets you know bald eagles have very good eyesight.
- Read sentence six again. What does claws on feet the word "talons" mean?
- Which word in the passage is the opposite of "slowly"?      quickly
- Which word in the passage means to "break out"?      hatch
- In line eight of the passage, who is "their"?      the parents
- What are baby eagles called?      eaglets

Practice reading stories with your child. Have your child also read simple stories aloud. You could also organize a storytelling session with your child and other children in the neighborhood.